

OCTOBER 2023

# School Closure Transition Process

Illustrative Recommendations

# Transition Planning Areas

The post-school closure transition process should include a thoughtful evaluation of the community's needs, as well as an assessment of whether resources from the closing school can be used to serve students at the receiving school(s).

## SAMPLE TRANSITION PLANNING AREAS

### Class Sizes & Teacher Needs



*Identify student enrollment counts by grade level before and after closure to assess whether additional teachers are needed at the receiving school (and/or whether those positions should be offered to teachers from the school that is closing).*

### Special Education Needs



*Document special education and learning needs by grade level and assess whether additional staff or resources will be needed to manage student needs at the receiving school.*

### Building / Equipment Needs



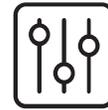
*Develop an inventory of school building contents and discuss which assets should be transferred to the receiving school to support student development and learning needs, and which resources should remain with the local community.*

### Transportation Needs



*Evaluate transportation needs before and after closure, update existing transportation routes, and assess whether additional busses, drivers, and/or funding will be needed to support daily transportation needs.*

### Land Transfer Needs



*Assess how the school closure will impact the region and evaluate the need for district land boundaries to be redrawn to reflect the new schooling arrangements for the community.*

*Working draft for discussion with KSDE and KASB; additional transition planning areas to be added.*

# Class Sizes & Teacher Needs

Class sizes at the receiving district may change significantly, prompting the need for the hiring of additional teachers or certified staff to support student needs.

**Class Sizes & Teacher Needs**



*Identify student enrollment counts by grade level before and after closure to assess whether additional teachers are needed at the receiving school (and/or whether those positions should be offered to teachers from the school that is closing).*

**Receiving School – Student Enrollment Counts**

Grade Level	Before	After	Stu/Teacher Ratio	Current Teachers	Current Staff	Staff Needed
Pre-K	8	14	14:1	1	0	.5
Kindergarten	15	22	11:1	1	1	TBD
1 <sup>st</sup>	15	29	29:1	1	0	TBD
2 <sup>nd</sup>	12	20	20:1	1	0	
3 <sup>rd</sup>	14	25	25:1	1	0	
4 <sup>th</sup>						
5 <sup>th</sup>						
6 <sup>th</sup>						
7 <sup>th</sup>						
8 <sup>th</sup>						
9 <sup>th</sup>						
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12 <sup>th</sup>						

**Approximately 100 students transferred from USD 113 to USD 335 following the closure of the Wetmore school in February 2023.**

**This constitutes a 24% increase in USD 335's enrollment and required the hiring of 3 new teachers and 5 student support staff members. This does not include transportation, food service, athletics, and other related service staff increases.**

*Illustrative draft for discussion with KSDE and KASB*

# Transportation Needs

School closures in Kansas will likely cause a substantial change in bussing needs for the impacted region. Data should be collected and communicated to the receiving district to enable transition planning.

## Transportation Needs



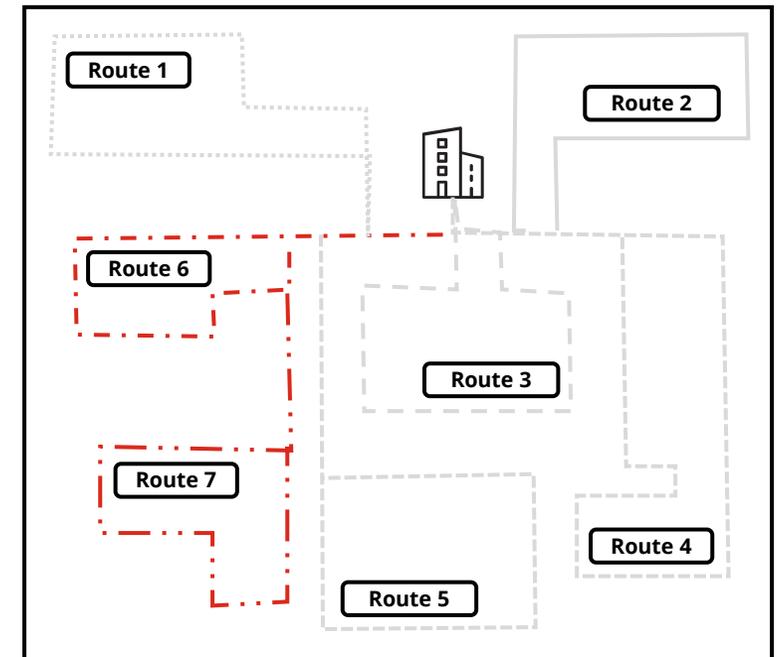
*Evaluate transportation needs before and after closure, update existing transportation routes, and assess whether additional busses, drivers, and/or funding will be needed to support daily transportation needs.*

## Receiving School – Transportation Details

Transportation Needs	Status
Buses and Equipment	Yellow
Drivers and Staff	Red
Transportation Funding	Yellow

Transportation Data	Before	After
Students > 2.5 miles from school	328	428
Total square miles covered	239	402
Total Daily Routes	5	7
Avg. Students/Route	45	TBD
Avg. Distance/Route (miles)	80	TBD
Avg. Time/Route (mins)	65	TBD
Avg. Stops/Route	13	TBD
Estimated Expenses	\$XX	\$XXX
Estimated Funding		

Sample Route Map



New Route - - - - -

**USD 335 added four new bus routes to their transportation service, hired 4 new bus drivers, and had to purchase 2 new busses (originating district sold existing busses with no discussion on potential vehicle exchanges or equipment offerings),**

*Illustrative draft for discussion with KSDE and KASB*

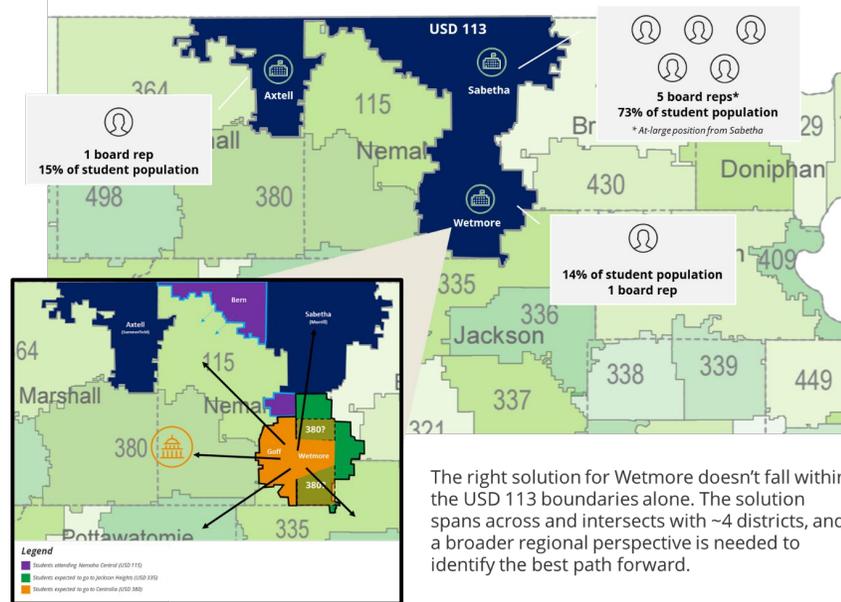
# Land Transfer Needs

Establishing clear policies and procedures for school closure transitions will help make sure that families, communities, and regions have a clear vision and fair and reasonable plan for the future.

## Land Transfer Needs



*Assess how the school closure will impact the region and evaluate the need for district land boundaries to be redrawn to reflect the new schooling arrangements for the community.*



The right solution for Wetmore doesn't fall within the USD 113 boundaries alone. The solution spans across and intersects with ~4 districts, and a broader regional perspective is needed to identify the best path forward.

### Summary of common redistricting processes:

1. Form a committee with representatives from each of the impacted areas and related schools
2. Establish guiding principles and factors to consider when redrawing the boundary lines
3. Collect key pieces of data and information relevant to guiding principles and factors
4. Develop several map proposals for review and consideration
5. Conduct multiple public hearings to collect feedback on the proposed maps
6. Work with the committee members to address issues and concerns
7. Develop updated map proposals and vote on final maps

*Rural areas across Kansas need help developing a go-forward education plan in the face of closure – no single district has authority (or neutral positioning) necessary to truly plan for the future.*

Redistricting should be a standard part of the post-closure transition process.

*Illustrative draft for discussion with KSDE and KASB*

